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ABSTRACT

This handbook for teachers, counselors, and administrators in K-12 schools provides information and a suggested procedure for designing and implementing the community resource component of career education, as found in California's model utilizing community resources as instructional agents and settings. The content is covered under six areas as follows: (1) The need for staff development for school personnel, identifying available community resources, and categories of resources; (2) the benefits of career education and the values of a new learning environment created by utilizing community resources; (3) a seven-step procedure for using community resources; techniques for establishing links with resources; the use of the business sector, labor and community organizations, and students' families as resources; the need for coordination and consolidation to effectively use resources; maintaining community resources, including obtaining feedback, having a personal interview followed by a letter, and using the telephone; the use of the school environment as a resource; and the dissemination of community resource information; (4) examples of exemplary school/community practices that have aided in implementing career education; (5) the need for parental involvement with guidelines and suggested activities for this involvement, and suggestions for parents wanting to help their children plan careers; and (6) an overview regarding community resources for minority students. A glossary of terms and a list of selected references are included. (EB)

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Implementing Career Education

Community Involvement

CE 011 559

Prepared under the direction of
Vocational and Career Education Services Section
Career Education Unit

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Preface

The model for career education as implemented in California has implications for each element in the educational system. Administration, instruction, guidance, curriculum design, and staff development functions are designed so that education is a part of life, not merely preparation for it. Career education is the career development of all students.

Career education combines existing instructional methods and techniques with utilization of community resources as instructional agents and instructional settings. To make the community resource component effective and to provide the greatest benefit to each student, planning must occur at all levels—community, district, school, and classroom. The purpose of this handbook is to provide information and a procedure that will be helpful in designing and implementing the community-involvement plan. In preparing the handbook, the Career Education Unit staff collected, reviewed, and summarized information about successful community-involvement techniques and practices from many California schools.

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Other Career Education Publications of the California State Department of Education

An Administrator's Handbook (1976)

Career Education: A Position Paper on Career Development and Preparation in California (1974)

Career Education Microfiche Collection Catalog (1975)

Concept and Process (in preparation)

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Instructional Strategies Guide (in preparation)

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Introduction

Finding community resources for career education and determining their best use requires the coordinated and cooperative efforts of school personnel and community persons. Because teachers often have limited experience with occupations outside the field of education, they may need to learn how best to utilize the community resources that are available to support and augment their instruction. And because community persons will be directly involved in educational activities, they will need information about the characteristics and needs of the students they will meet, the type of knowledge they can share that will be most meaningful and useful, and how much time and how many requests for help their involvement will entail.

Staff Development

School personnel involved in implementing career education will need orientation to the concepts, processes, and strategies associated with career development. Because career education emphasizes process as well as content, staff development and curriculum development are essential. Staff development should acquaint personnel with the types of activities or experiences that are appropriate for students at various stages of career development. The relationship of school and community efforts should also be emphasized, and each person should become acquainted with local community resources available for support and enhancement of career education. Curriculum development efforts should infuse activities and experiences derived from these resources into the course content. Concomitantly, persons from the community will require orientation to the career education concept, and they will need to know the value of their contribution to the expanding of student experiences. All these efforts must be planned and coordinated so that both professional staff and community personnel can provide meaningful activities for students.

Effective school and community interaction for career education revitalizes the curriculum and to some extent changes traditional school roles, functions, and priorities. School boards and administrators in endorsing the career education concept must commit fiscal resources and staff time for the planning of school/community cooperative efforts. The success of these efforts will depend to a large extent on the ability of school personnel to adjust course content to include new activities.

Identification of Available Resources

The process of identifying available resources for career education in a community should be systematically planned, developed, and coordinated. The first step is to survey the staff, students, parents and other family members, and the community persons, materials, and services that could be called upon or utilized as resources. The survey should include industries and businesses, labor, government, and service organizations and community groups. A second survey should be made to identify school programs that are currently using community resources. When the surveys are completed, a list or a card file of the resources should be compiled to make the information available for use of school personnel. The various tasks associated with identification of available resources can be accomplished by teachers or counselors, by assigned paraprofessionals or volunteers from the community, or by a person designated as the community resource coordinator for the school.

Many school districts use the services of community resource persons in various types of programs and activities, for example work experience education programs (general, exploratory, and/or vocational), school volunteer services, and speaker's bureaus. Often these programs operate autonomously, without the coordination or information sharing that could provide additional experience for all students. For effective implementation of the community-involvement component of career

education, new patterns of cooperative management must be planned. Coordination is necessary at the school, intradistrict, interdistrict, and regional levels. Some resources will have to be shared, and all resources must be used wisely to ensure continuing cooperation. An equitable plan should be designed for sharing and using the resources so that their benefits will extend to all students.

Community Resource Categories

Community resources are persons, materials, and services that are available and used to help students achieve educational objectives. To be effective, the resource must (1) be relevant to the instructional and learning objectives; (2) contribute to the subject-matter content; (3) be appropriate for the age and career-development stage of the student; and (4) be of value to the learning process.

Persons as Resources

A person resource is an individual within or outside the school setting who shares experience with and provides information to students and thus enhances and augments learning activities. The person may provide information about occupations and career ladders, talk about leisure activities and life-styles, describe training or skills needed for a particular job or leisure activity, demonstrate a skill, or discuss the importance and uses of education and training in various life roles. Person resources are important not only for the information they can provide but also as role models for students.

Material Resources

Material resources include films, brochures, displays, and other media that are available—often at little or no cost—from commercial and noncommercial sources. These materials can be used to supplement the textbook, lecture, or discussion activities of many subject areas in the curriculum. By using a variety of materials, the instructor can provide alternative ways to learn that will help accommodate differences in the learning styles of students.

Audiovisual materials, displays, and demonstration kits are available from many businesses and industries. These materials may have been designed to inform potential customers about services or products, but most can be adapted for school use. Also, some companies prepare informative brochures for potential employees or to orient new personnel. These materials may describe the purpose and achievements of the company, employer-employee roles and functions, job requirements, and opportunities for an employee.

Items owned by the students or by members of their families may also be available for use as material resources. The amateur moviemaker, photographer, craftsman, artist, or sportsman can be invited to demonstrate equipment, tools, and products that will enhance student learning.

Service Resources

A service resource may involve an exchange of school/community persons and/or facilities, or it may be service provided to the school by volunteers. A business person may temporarily assume the role of the classroom teacher, and the teacher may be invited to learn at firsthand about the occupational life of the business person. Each participant can provide his or her expertise to the other's work and in turn receive personal benefit from working in another environment.

Other examples of service resources are speaker bureaus, cross-age or specialized tutorial programs, participation of school/community persons on advisory, planning, or evaluation committees, and activities provided by social, service, and business or professional organizations.

Background and Perspective

Schools have been criticized for the narrow-vision "2 x 4 x 6 x 9" approach, wherein students are expected to learn the assigned content between the *two* covers of books, inside the *four* walls of a classroom, for *six* hours a day and *nine* months of the year. School personnel recognize that students need an expanded perspective of the world outside the school, but teachers and counselors usually have few opportunities to learn at firsthand about the work of the world and how it can be related to student learning. Faced with the need to help students prepare for life roles and learn about life-styles, vocations, and leisure activities, school staffs are making career education an integral part of school learning. Community involvement and effective utilization of community resources are essential for the success of this effort.

Benefits of Career Education

Career education is a broad educational concept infused into the day-to-day learning experiences of all students. The outcome is the continuing career development of each student. Educational experiences are expressly designed and implemented by teachers and counselors to achieve the goal of individual career development. When career education concepts are infused into the content of all courses, students have many opportunities to gain a sense of social, political, and economic interaction and cooperation and to develop attitudes, knowledge, and skills for life roles—citizen, earner, learner, and consumer, for example—that all individuals have in common. In addition, career education emphasizes an understanding of personal needs. Students should recognize that all persons have needs in common, such as the need for a balance between work and leisure, the need to derive personal satisfaction through accomplishment, and the need for the feeling of well-being that comes from effective planning and managing of one's personal time and resources. Personal planning, decision-making, and effective participation as a member of the family, group, and community are essential skills to be learned.

The New Learning Environment

The value of diversity in approaches to learning is noted in the RISE report:

> Because the individual learns in a way that is uniquely personal, each way of learning may have value if it attracts and aids the learner in reaching personalized educational objectives. Schools must accept the fact that *no single way for learning is best for all learners or for all times.* In view of this, the new learning environment must provide a wide range of learning options in terms of *approach, materials, locations and times.*[1] [Italics supplied.]

Planned learning experiences at the school can be enhanced and clarified by the utilization of community resources. In any community, there are many persons who are willing to share their knowledge, skills, and experiences with students. Using such persons as role models in the classroom or at their places of work is a viable instructional technique. Community resource utilization has the potential to enrich educational experiences, provide motivation, and enable students to see firsthand the need for and use of school learnings and the need for continuing to learn throughout life.

In career education, activities that enhance the awareness, orientation, exploration, and preparation stages of each student's development are planned to increase student exposure to the realities of life roles outside the school environment. Students benefit by practicing the skills of observation, planning, decision making, and value clarification. With each new experience, both staff and students gain an expanded perspective of the relationship and interdependence among individuals within the social, political, educational, and economic systems of the community and the community's relationship to the larger world.

[1] *The RISE Report: Report of the California Commission for Reform of Intermediate and Secondary Education,* Sacramento: California State Department of Education, 1975, p. 9.

How to Use Community Resources

The teacher, counselor, administrator at the school level, or person on the district staff who is planning implementation of the community resource component of career education needs to know what resources are available, how to contact them, and how to use them. Also, persons in the community need an increased awareness of the career education concept and the potential educational value of their contributions to the program.

Steps in Using Community Resources

A systematic approach to the use of community resources will help ensure maximum benefit from this component of the career education effort. The step-by-step procedure offered here provides an overview of community resource use; together with the following topic section of ideas that are presented in greater detail, the procedure can be used as a reference for school staff or community participants.

Step 1: Assess the Present Utilization of Community Resources by School Personnel

Questions like these should be asked in assessing resource use:

- Are other programs or activities in the school using resources from the local community?
- What resources (persons, materials, services) are being used?
- How and where are the resources being used (by student groups or by individual students; in the school or in the community)?
- How often are the resources being used?
- How many and what students are involved, and how are they involved (work experience station, classroom presentation, observation, other)?
- What are the strengths and weaknesses of the resource as it is presently being used?

School personnel can provide information that will aid this assessment. Work experience coordinators, teachers, community advisory committees, career center personnel, counselors, and administrators can assist in many ways in the initial search for community contacts; for example, they can suggest persons who can be helpful, and they can point out areas of resources which seem to be overused. Their support, cooperation, and advice should be solicited.

A mechanism should be established to coordinate use of resources with other programs. Such coordination is necessary for continued community/school involvement. It helps ensure proper use of scarce resources, promotes clearer understanding of the responsibilities of the school, the student, and the community contact person, and avoids simultaneous requests for the same service. Coordination also makes information available about new community resources and facilitates evaluation and suggestions for improvement (see "Coordination and Consolidation").

Step 2: Prepare a Brief Description of the Activity

The school person should prepare a brief, written outline or description of the planned career education activity to leave with the community representative after the initial contact (see "Project Descriptions").

Step 3: Make the Contact

The telephone should be used to make the initial contact with a prospective community resource. The telephone contact should always be followed by a personal letter (see "Follow-Up Letter"). Most persons will be interested in the project and receptive to requests from school staff; however, project support and cooperation should be solicited only from those persons and organizations who will actually be used as resources. To encourage participation is to imply a need, and a resource that has agreed to assist in the project will expect to be used. Misuse of resources should be avoided; popular resources should not be overused, and less

well-known but enthusiastic and cooperative ones should not be neglected (see "Maintaining Community Resources").

Although larger businesses may be easier to contact and use as resources, small firms also have much to offer, and they may have a great personal interest in the local school. An attempt should be made to achieve a balance in resource use through diversified contacts—large and small businesses, parents and other family members, individuals from the community and from the school, and various community groups (see "Bridging into the Community" and "Maintaining Community Resources").

Step 4: Visit the Resource Person

A personal interview with the community representative enables the school person to provide information about the project and to observe, even on a limited basis, the work environment and activities of the contact. The interview also helps the resource person to understand the need for the requested support and its value to the students.

In discussing the project with the community person, the school representative should be as specific as possible about what the community resource is expected to do. The request for support should be consistent with the limitations of the resource and the amount of time the resource personnel can devote to helping. Establishing clear communication with a resource helps to ensure effective cooperative efforts over a long period of time (see "Maintaining Community Resources").

Step 5: Communicate

As the activities progress and resources are used, the results of the cooperative effort should be communicated to the community. This publicity and recognition strengthens school/community relations and thus helps the students (see "Maintaining Community Resources").

Step 6: Find New Resources

New possibilities for resources to use will become apparent as school personnel work with contact persons. If every opportunity is sought to develop additional contacts, a list of community resources will expand like ripples from a stone thrown into a still pond. Community representatives usually provide leads to other resource persons. In most cases, each will provide at least one additional contact. Some community representatives may offer to speak to their colleagues on behalf of the school person; others may identify promising contacts and allow the school person to use their names as an introduction and reference.

Step 7: Evaluate and Follow Up

Follow-up is essential to the effective utilization of resources. A note of thanks is important and will be appreciated, but a personal contact is a more valuable follow-up. It enables the school and community representatives to identify and deal with existing or potential problems before they grow out of proportion.

Evaluation procedures can be applied to assess the educational worth of the cooperative activity, and where necessary, procedures can be corrected and revised in the light of the findings.

Bridging into the Community

The techniques for establishing links with community resources to obtain support for the career education effort are many and varied. Here are some examples:

- Follow up suggestions from other school personnel who have made effective use of community resources.
- Discuss with local chamber of commerce officials the possibility of coordinating through their organization the school's use of community resources. If this cannot be done, ask the chamber officials to suggest individuals, local companies, or community organizations that might be interested in supporting the program. Request permission to use the names of the officials as references to facilitate your initial contact with their suggested resources.
- Contact leaders in local community service organizations (see "Community Organizations"). Be resourceful in finding community participants; make use of business directories, club membership lists, community resource directories, volunteer bureau listings, the yellow pages of the telephone directory, and the classified sections of newspapers as sources of information about specific help needed. School advisory boards may also provide valuable leads.
- If your request for assistance elicits a positive response, try to set up an appointment to meet and talk with the community representative. Such personal contact is very important in community development work; it gives the contact person an opportunity to know

the school person, and it enables the school person to describe the program more effectively and find out more about the resource. A personal visit provides firsthand information about the site and aids understanding of the work environment, the people who operate the equipment, and the roles and functions of the office or plant staff. This preview helps the school person acquaint the students with the purpose and value of the visitation, observation, or work experience, and it also adds to the school person's knowledge of life and work in the community.

- If you are unable to set up an appointment with or engage the interest of the contact person of a needed community resource, send a personal letter requesting an appointment, and include information about the school program or class activity that would be aided by participation of the resource. If the response is negative, ask the person if he or she can provide the names of colleagues who might be interested in helping with the program or activity, and request permission to renew the contact in the future as other programs are developed.

The Business Sector

The business sector has demonstrated its willingness to cooperate with the schools in promoting career awareness and other benefits of career education. Employers often express concern about the number of job applicants who appear to know little about working, are unable to complete application forms properly, and do not know how to ask for a job or conduct themselves in an interview. Also, most business owners and managers realize that it is to their advantage to reach students and inform them about the work of the company, the kinds of jobs available, and the qualifications needed for employment.

Many large companies have a liaison person with the assigned responsibility of working with the schools. Alternatively, the personnel department of the company may send a representative to the school or invite students to come in to talk about specific jobs, skill requirements and other employee qualifications, and opportunities in the industry which the company represents. Smaller businesses are also receptive to helping students and school personnel; many of them serve the local school population directly and have a strong interest in maintaining good working relationships with students and staff.

Industry-education councils have been established in some California cities and counties. A council representative can provide information and support, help coordinate projects, give friendly advice and counsel, and help school personnel understand business operations. For information about the local or regional industry-education council, contact the Industry-Education Council of California, 1575 Old Bayshore Highway, Burlingame, CA 94010.

Labor Organizations

Labor officials and members of unions are receptive to requests to talk with students about jobs, including job requirements, working conditions, and benefits. Auditing apprenticeship training classes may be a request of some students. Also, using the students and teachers of these classes as a resource can provide valuable educational experiences.

Community Organizations

Most communities have organizations that are involved in service activities; many of these local groups are listed in the yellow pages of the telephone directory under Organizations and Associations (Business and Trade Organizations, Labor Councils and Labor Unions, Church Groups and Organizations, Clubs and Lodges, Veterans and Military Organizations, Fraternities and Sororities, Social Service Organizations, Youth Organizations, and Government Offices). The following are some service-oriented groups that are potential resources:

Alpha Kappa Alpha
Alpha Phi Alpha
American Association of University Women
American Legion
Association of Mexican Educators
Black Educators Association
Boy Scouts of America
Business and Professional Women's Clubs
Camp Fire Girls
Delta Sigma Theta
Four-H Youth Program
Girl Scouts of America
Grange
Jack and Jill
Japanese-American Citizens League
Junior League
Kappa Alpha Psi
Kiwanis Club
LINKS
Lions Club
LULAC

Mexican-American Education Association
Native Americans
Omega Psi Phi
Phi Delta Kappa
Rotary Club
Soroptimists
Urban League
Veterans of Foreign Wars
Young Men's Christian Association
Young Women's Christian Association

Any request for assistance from a local service organization should be presented in specific terms and in enough detail so that it can be discussed at the service group's meetings. An organization may not always be able to provide the support requested, but individual members may be willing to help.

Some service organizations in the larger communities have speaker's bureaus through which they provide effective educational programs in the schools. An organization may have other services of value to the career education effort available on request; this should be determined in an early contact.

Family Members

Students' families constitute one of the best available resources in support of career education. They represent a broad range of job and occupational alternatives, life-styles, avocations, and leisure-time pursuits, and they also have vested interest in the school and its programs (see "Parental Involvement").

Each school year, the families of students should be surveyed to identify areas of knowledge and experience they are willing to share with students. Parent groups from the school can assist in the parent and family survey process. Some schools request student help in preparing survey questionnaires and recording the information to add to the community-resource file.

Coordination and Consolidation

The finding and effective use of community resources requires coordination at both the school and district levels. Community-resource coordination helps to ensure that:

1. Communication with the community resource will be clear and all participants will understand their responsibilities to the program and to the students.
2. Available community resources will not be overused, misused, or underused.
3. Simultaneous requests for the same service will be avoided.
4. Community resource persons will know which school person(s) to contact regarding questions, comments, and complaints.
5. An ongoing information-clearinghouse service will inform district and school personnel when new community resources are identified and resource lists are updated.
6. School or district programs using community resources will be given publicity, and participating resources will have recognition for their help; this will encourage continued community involvement and cooperation.

Community resource coordinator. If possible, an individual within the school or district should be assigned full-time responsibility for contacting, developing, and coordinating community resources in support of the career education effort. The coordinator encourages the proper use of existing community resources, removes out-of-date resources from the list and finds and publicizes new ones, and maintains close collaboration with work experience coordinators and other school personnel who have programs that use community resources. The coordinator serves as a school/community liaison person who is responsible for identifying, developing, and coordinating community resources and planning school/community cooperative career education activities. The qualifications for the coordinator are as follows:

1. A basic understanding of career education as a comprehensive concept and process, and ability to contribute ideas for activities
2. Knowledge of the roles and functions of school personnel at all levels
3. Oral and writing skills for effective communication
4. Knowledge of the school organization and the teaching and counseling functions
5. Knowledge of the organization, operations, and functions of business and industry

Because the community coordinator is a change agent, he or she should also have skill in interpersonal relations, a desire to work with community persons and the confidence to approach them, and the ability to be persuasive and to persevere in seeking support for career education.

Community resources committee. If funds are lacking for the services of a full-time community resource coordinator, the school or district can

establish a community resources committee. The membership of the committee should include community representatives and school and district staff involved in using resources. The committee should meet regularly to exchange information about new resources and school efforts, to coordinate the use of resources, and to update the resource list.

The need for consolidation. Special attention should be given to those resources for which the demand is great and which can offer only limited access. Every effort should be made to consolidate program activities that employ such resources and to establish clear lines of communication and coordination. One approach to consolidating resource use and avoiding duplicated effort is to select an individual to act as liaison between the school or district and the popular but limited resources. This person may coordinate resource use for several schools or districts or for an entire region.

As the use of community resources increases, along with the number of ongoing youth work-study internship and community-based school programs, so does the need for interschool and interdistrict liaison—especially where school or district boundary lines converge at needed or popular community resource sites. Liaison persons from the schools or districts, usually the community resource coordinators, are responsible for cooperative and collaborative decisions about resource use. A lack of coordination directly influences the kind and amount of participation and support these resources will provide to schools.

Maintaining Community Resources

Community contacts are busy people with much work to do and usually without enough time to accomplish all they would like to. The cooperative effort with the schools is an added task. Therefore, their time and talent must be respected and utilized in worthwhile activities. School personnel should keep communications with the resource person open by telephone or letter and should deal with small concerns before they become big problems; this is a small effort to make to maintain community cooperation in providing worthwhile and relevant activities for students.

Obtaining Feedback

Evaluation and suggestions for career education activities should be solicited from the community contact, along with feedback about the content, procedures, and time requirements of the activities. An idea that has merit should if possible be used, and the community source should be thanked for the suggestion. Community resource persons and persons providing volunteer services should meet as a group occasionally for a "rap" session about the program; this not only gives the community participants an opportunity to meet and talk about their experiences, but also provides them the benefit of additional personal contact with the school personnel.

Such contacts help the school person recognize and respect differences in community resources and the constraints or limitations of each contact. If a resource person prefers to work only with small groups of students, this request should be honored. As much as possible, the school should provide the kind of grouping and procedures that the resource person will find comfortable. If the situation is less than ideal in this regard, the resource person should at least be fully informed about what to expect.

The school person should analyze community resource efforts and discuss problems frankly with the community contact, seek his or her suggestions for program improvement, and offer suggestions that might improve the community experience for the students.

Interpersonal Relationships

Successful utilization of community resources over the long term depends on the sustained sensitivity and consideration of all participants. Good interpersonal communication in school/community relationships enhances the vitality, strength, and effectiveness of this career education component.

Little new can be said about methods of persuasion; however, a school person who is seeking community support for the career education effort should keep in mind the need for showing respect and appreciation and for viewing the school's request for help from the perspective of the community participants. Community persons may ask, "What do we gain from this cooperative effort?" A positive approach is important; school personnel should assume that the community contacts are interested in helping, then explain the need for and the educational value of their contributions. Although tact is always required, the appeal for assistance should be open, honest, and direct, and to be most convincing it

should be accompanied by a sincere desire for mutual commitment to the welfare of students.

Personal Interview

A personal interview enables the school representative and the community contact to become known to each other as persons rather than as voices on the telephone or names in an impersonal letter. It also provides the school person an opportunity to visit the contact and assess the possibilities for student learning activities.

Before the interview, the school person should prepare a brief written description of the learning activity and its purpose to leave with the contact (see "Project Descriptions"). Also, asking for ideas and questions during the interview helps to establish rapport with the contact. The better the interpersonal communication, the more likely that an effective, long-term cooperative effort will be established. Specific expectations should be stated, limitations and constraints should be discussed, and the time to be devoted to the effort should be agreed upon.

To be successful in obtaining cooperation, the school representative should approach the community person with the attitude of requesting a desirable experience for the students. A climate of openness, flexibility, and friendliness throughout the interview and in subsequent meetings helps to ensure continuing cooperation. If professional attitudes characterize the meetings, mutual respect is developed.

Follow-Up Letter

The personal interview should always be followed by a letter that summarizes the conversation and expresses appreciation for the contact's time and consideration. The letter will remind the contact of the commitment, and the review of the agreements will help prevent misunderstandings.

A follow-up letter should also be sent to contacts who did not wish to participate in the project activity. The letter could invite and encourage participation in the future, offer to send evaluation data about the present activities, or solicit suggestions about other ways in which the contact could participate in school activities. Contacts who are hesitant about making a commitment could be referred to participating community persons for further information.

Follow-up letters or other personal letters to community resource contacts can serve any of these purposes:

1. To thank a contact who has made a commitment to aid the career education effort, and to provide confirmation of the dates and time of the service to be rendered (always!)
2. To thank every contact for taking the time to discuss the proposed activity. Even though the response of the contact may have been negative, a thank-you note and specific information about the school activity should be mailed to encourage future participation.
3. To send introductory and informative materials describing the school's career education effort and to request a meeting to provide additional details, answer questions, or respond to specific requests
4. To request evaluative and constructive suggestions for improvement of the school/community activity
5. To provide follow-up and evaluation results of benefits provided to students

Using the Telephone

The greatest single obstacle to utilizing community resources seems to be the school person's reluctance to make the initial telephone contact. School persons who overcome the initial hesitancy and make a telephone contact usually find that the community resource representative is interested and receptive and will grant a request for a personal interview or will offer to help with the school program. When telephoning, the community resource coordinator or other school person should always begin with a personal introduction, including the name and location of the school, then tell where the contact's name was obtained and make clear the purpose of the call. The school person should make notes before calling or have the written description of the school activity at hand during the conversation.

Because each participant needs options, an activity that must occur at a specific time is more likely to be refused than one that can be planned to fit the community resource person's schedule. The school representative should arrange a visit with the resource person to discuss the activity in greater detail. If this is not possible, personal letters or follow-up telephone calls can be used to make detailed plans.

If the telephone conversation produces a positive response, a follow-up letter reviewing and confirming the telephone agreement must be prepared. Enclosed with the letter should be the project description and any other information that would be helpful, such as information about the school, the students, and other career-education activities.

If the response to the telephone inquiry is negative, the school person should thank the contact and try to arrange an appointment for a later date. The call should be followed with a letter that again thanks the contact for taking the time to talk and provides more information about the school activity. This follow-through encourages the community person to think further about participating, and it may lead to a later and more productive conversation.

Project Descriptions

To inform persons in the community about the career education effort and encourage their participation, the school staff should prepare a short, concise statement that defines the goals and objectives of the effort and describes the project activities and their benefits to students, teachers, counselors, and community participants. Simple language should be used that avoids educational jargon. The format of a press release or memorandum can be employed. Besides giving general information about the career education effort, the written statement should specify the ways in which the community resource can contribute to each activity. It should include such information as the following:

1. The kinds of experiences the students need
2. The number of participating students
3. The amount of time the community resource participants should devote to the activity
4. The duration of the cooperative effort
5. Information about the background and experience of the student(s)
6. The name of the person responsible for coordinating the activity
7. The type of evaluation that will be used for the activity
8. The need for information, ideas, and feedback from the community participants after the activity is concluded

Using the School Environment as a Resource

In seeking community resources to augment the school's career education activities, educators should not overlook resources that are close at hand. A wealth of talent, expertise, and valuable experience is available from the school/community experience and from students, teaching and counseling staff, classified or support staff, and the families of students and school employees. Finding and making use of these locally available resources is a part of the effort to enrich the curriculum. So that the greatest benefit may be obtained from the contributions of persons in the school community, a list of their occupational experiences, hobbies, avocational interests, and leisure-time activities should be prepared and kept up to date.

In planning to implement the community resource component, the school person should do the following:

1. Solicit help and advice from other school personnel who are currently making use of community resources in their programs, projects, and activities.
2. Survey the students for experiences they might share with their peers, such as travel, summer jobs, outside work, hobbies, and membership in youth organizations.
3. Survey the families of students to determine how parents and other family members might contribute to the career education activities. A questionnaire should be prepared to facilitate the survey. If the school has strong support from the parents, they may wish to assist in designing the questionnaire. Students can help tabulate and follow up responses. The survey should provide information about the work, hobbies and other avocational interests, life-styles, and values of the adults in the home.
4. Survey the staff (teachers, paraprofessionals, administrators, counselors, and support staff) to gather background information that would be helpful in determining how they might contribute to the effort.

Disseminating Community Resource Information

Implementation of the career education concept is becoming increasingly widespread in school systems. To coordinate the effort and conserve time and energy in identifying and contacting community resources, the school or district should establish a procedure for sharing resource information with all interested school staff. Community resource information bulletins should be distributed to the staff on a regular and frequent schedule. School personnel will need to work together to find additional methods of disseminating information and providing resource coordination on a systemwide basis (see "Coordination and Consolidation").

Preservice and inservice programs have been used to acquaint personnel with the career education

concept and with strategies and approaches for infusing career education into the existing instructional and learning activities. One method for transmitting information about career education has been workshops and seminars for school persons. Participation may be ensured by provision of release time or professional growth credit. Specific, practical techniques and methods for integrating career education into ongoing courses or classes can be communicated by consultants, coordinators, or speakers from other career education sites.

Exemplary Practices

Community support for career education is most effective when it involves active participation as well as endorsement of the concept. For example, volunteers from businesses or industries in the community may talk with students interested in specific jobs or occupational areas about job opportunities, job requirements, working conditions, and company policies and benefits. If possible, they should offer interested students an opportunity to visit the jobsite.

The following are some school/community practices that have aided implementation of career education:

- The Redwood City Rotary Club publishes a list of its members by occupations and special interest areas. This list is available to local school personnel for their use in setting up individual or group student interviews with representatives from a variety of occupations. The Rotary resources are also used to augment classroom learning in such areas as science, mathematics, English, government, and business practices.
- The Bay Area Air Pollution Control District provides an outstanding service to schools: an information officer is available to visit classrooms throughout the Bay Area to discuss a wide range of environmental concerns as well as job opportunities in the environmental field. An excellent slide show has been prepared to accompany this presentation.
- The Pacific Telephone Company makes available to schools a wide variety of teaching-learning materials. The company's Tele-Trainer Kit is a useful device for teaching communication skills, electronics, and office practices. Pacific Telephone has also produced a science kit, which is available to classroom teachers, and a variety of films which provide information on careers in the communications industry and areas of related interest.
- The Standard Oil Company of California has prepared an Environmental Kit for teachers to use in the classroom.
- The Metropolitan Life Insurance Company distributes for school use a film on how to prepare for a job interview. The film provides information on personal appearance, how to look for a job, how to fill out an application form, and what to expect at a job interview.
- The California Employment Development Department (EDD) provides both temporary employment and a comprehensive training program for school counselors in local manpower offices throughout the state during the summer months. The training program explores the differences between schools and businesses and describes effective methods for gathering information about entry-level job opportunities, requirements, and wages and salaries. The counselors devote a significant portion of their summer employment to visiting business and industry sites and gathering job information that can be used in their student-counseling activities.

  The success of this summer program has prompted the San Diego City Unified School District to adopt a similar, abbreviated program for all of its counselors. The local EDD personnel assist in the counselor training and arrange visits to local businesses and industry sites.
- The Industry-Education Council of California has more than 20 cooperative demonstration projects that pair education with community learning opportunities. These projects provide examples of how business, industry, labor, and education can build statewide partnerships.
- The San Diego Industry-Education Council, through cooperative school/community programs, has implemented a Teacher Incentive Program designed to help teachers attend

professional conferences. Teacher participants are paid all or a portion of their registration fees. The Teacher-for-a-Day Program places scientists and engineers in classrooms while teachers attend professional meetings. The Free Enterprise Merit Award Program enables outstanding business or economics students to visit businesses for a day. The Meet-the-Scientist Lecture Series provides scientists as guest lecturers in public, private, and parochial junior and senior high schools to discuss the nature of their work. Other activities of the council include publication of a career information directory, arrangement of science fairs and symposia, and establishment of a Community Educational Resources Task Force for conversion of new knowledge in industry to classroom materials. The council produces an annual directory of technical associations that lists organizations with interests in industry-education cooperation. It also works closely with the San Diego Personnel and Guidance Association and the school district to provide work stations for students and educational opportunities for counselors.

- A useful listing of a wide variety of community services and resources is available through the W. E. Upjohn Institute for Employment Research in a booklet entitled *Strengthening Volunteer Industry Service to Public Education: A Basic Manual for School Administrators and Business Excecutives*, by Samuel M. Burt.
- An excellent example of a community volunteer effort directed toward providing vocational and career-guidance information for students was developed in the Sequoia Union High School District. An informative, step-by-step manual for this project, *A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools*, was written by Margaret J. Mullen; copies are available on microfilm through the California State Department of Education, Vocational and Career Education Services Section, Sacramento, California.
- Another Sequoia District high school has organized the activities of parent volunteers around a monthly career theme. Each month throughout the school year is devoted to a different career-cluster area, and parent volunteers discuss with students the broad range of jobs and opportunities available in the career cluster. Also, volunteer coordinators help classroom teachers locate resource speakers to enrich their classroom activities.
- Gunn High School in Palo Alto, California, begins an extended investigation of careers and life-styles by focusing on the various part-time occupational, avocational, and leisure-time activities of the student body. Teachers are then encouraged to share their leisure-time and avocational interests with students in their classes. Subsequent involvement of the parent community exposes students to an even wider range of occupational and life-style options. Finally, when the immediate resources of the school community have been exhausted, students are encouraged to seek additional information about jobs and life-styles from members of the surrounding communities.
- The Marin County Industry-Education Council, through a joint effort of the schools and the greater Marin County community, has sponsored successful career cluster conferences and teacher inservice workshops, prepared a career education matrix (grades K–14) for use by school personnel, encouraged interschool and district exploratory programs for students, and produced a Marin County community resource directory. The council has also underwritten an industry-education awards program for outstanding student achievement in occupational learning programs. Awards have also been given to community persons who provided outstanding service to industry-education activities.
- A career education specialist was hired jointly by the San Rafael City Schools and the Marin County Industry-Education Council. This person expanded the community and school-district base of support for the council and provided implementation techniques and community-resource information to district staff. Other assistance to teachers and counselors was provided at staff workshops, for which incremental district credit was offered.
- An interdistrict exploratory program is administered in Marin County by the Marin County Industry-Education Council in cooperation with the Pacific Telephone Company school representative. Students from three high school districts meet two hours a day for three weeks to participate in nonpaid career exploration of entry-level jobs.

- The Chevron Research Company initiated the Tutoring Richmond Youth project (TRY), which has been expanded to include several other employers and industries in the Richmond, California area. Employees from the participating companies volunteer an extended lunch hour to work on a one-to-one basis with students from nearby school districts and share learning experiences based on their particular job focus. Students are thus exposed to a variety of occupational areas and acquire a better understanding of the relationship between school and work. Program costs are borne by the participating industries.
- The Western Headquarters Office of the Metropolitan Life Insurance Company, located on the edge of San Francisco's Chinatown community, offers release time to company employees who volunteer to tutor school-age Chinese immigrants in English-language and communication skills. The program has been operating for several years.
- Several years ago, Pan American World Airways organized a program for placing off-duty stewardesses in volunteer community activities. Through this program, many stewardesses have shared information with students about the places they have visited and people they have met, including information about foreign customs, social conventions, languages, and life-styles, and discussions and demonstrations of cooking, clothing, craft work, musical instruments, and other cultural artifacts. They have also provided information on career and occupational opportunities in the airlines industry and have given special tutoring assistance to students in a variety of subject areas.
- Pacific Southwest Airlines (PSA) and the San Diego Public Schools have established a cooperative course in airline operations. During the first semester, students meet in a PSA classroom and are instructed by airline personnel on aircraft dynamics, flight theory, aircraft maintenance, laws regulating the airlines, and the role of the airline as a public-service agency. In the second semester, the students are given an opportunity to apply the principles and knowledge from the first semester in actual on-the-job experience.
- Rockwell International is providing assistance for career exploration and development of career aquisition skills to Los Angeles area schools. The activities are conducted by Rockwell International employees who volunteer their services to the program.
- Northrop Corporation provides "hands-on" training for high school seniors during the regular school/work day, five days a week (the HIP program). The training is provided by volunteer Northrop employees.

Parental Involvement

Parental involvement is extremely important for successful implementation of career education. Parents must be helped to realize that the school needs their support to meet the educational needs of their children and that finding ways and means to meet these needs is as important to parents as it is to school personnel. Parental and school goals should complement and reinforce each other.

Promoting good relations with parents and improving communications between the school and the home is a responsibility of the school. The results of informed interaction among students, parents, and school personnel are improved attitudes and increased understanding.

The Need for Parental Involvement

The needs of students are better served when parents and school personnel are cooperatively involved in planning and implementing career education activities. Parents gain understanding of the educational process and learn more about the school, and when they are given an opportunity to contribute ideas, they will use this knowledge to support the efforts of the school. Also, school personnel learn more about the home, and they are therefore better able to gear the career education program to meet the needs of the student.

Guidelines for Involving Parents

The following guidelines are offered to help school personnel encourage and maintain parental involvement in career education activities:

- Help parents develop positive attitudes toward the school and take a more active interest in their children's education. (Concerned community groups and individuals can assist in this.)
- Develop and maintain positive relationships between parents and teachers.
- Encourage parent participation in solving school problems.
- Make use of home visits; if properly planned, they are an invaluable means for establishing good relationships between parents and the school.
- Plan activities that will promote parent interest in career education. For example, small-group meetings can provide a means for school personnel to inform parents about the career education program and to solicit their ideas for program improvement.

Parental support at home. Many parents are not able to visit the school during school hours. Therefore, parental involvement can and should be more than participation at or visits to the school; it also includes parents helping their children at home. Whatever their mode or degree of participation, all parents should:

- Show an interest in their children's progress in school.
- Take time at home to communicate their own experiences and values to their children and encourage them to talk about school experiences.
- Insist that their children attend school every day.
- Encourage their children to spend more time studying at home.

Suggested Activities

The following are some suggested activities for promoting parental involvement as a resource for career education planning and implementation:

- Request parents to assist in the classroom.
- Provide services that will encourage parents to visit class and share their children's learning experiences.
- Meet with groups of parents in their homes.
- Assign a community coordinator or social worker to provide services that will meet special needs of pupils and their parents and to follow up those services.

- Schedule activities that will involve both pupils and parents and thus increase their mutual experiential backgrounds.
- Make use of parents as resource persons for specific activities.
- Provide special instructional classes for parents.
- Develop a school program which encourages parents in the community to meet on school premises for neighborhood, club, social, or recreational gatherings.
- Set up special instructional programs in neighborhood homes, churches, and other meeting places to meet specific needs of parents.
- Allow parents to contribute time and effort to improve the school's facilities.
- Assist parents and other persons in the community in seeking funds from private, business, foundation, and federal sources to meet the needs of the child, the home, and the community.
- Share reports of pupil progress with parents.
- Establish a procedure by which teachers and other staff members can hear the concerns of parents.

Helping Children Make Career Plans

Parents who want to help their children in career planning can benefit from the following suggestions (from "Helping Children Make Career Plans: Tips for Parents," an information sheet prepared by the Office of Career Education, U.S. Office of Education, for distribution by the Consumer Information Center of the U.S. General Services Administration):

- Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as "I'm daddy and I'm Superman, and you're mommy and you're Wonder Woman." Don't criticize such statements. Your child is exploring who he or she is . . . . It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.
- Don't discourage your child from planning particular careers at an early age. It is better to ask "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that," or "That's a terrific job," or "That's completely unrealistic." Until major action decisions have to be made, it is better to let your child think about any possible job choice.
- Try to help your child think about alternate choices. The question, "If for some reason you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you learn more about your child, and will also help her or him broaden the basis for career decision making. Talking about your own alternate career choices will also help in this—for example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.
- Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son may wish to enter one that you consider "feminine." Don't discourage them from thinking about such occupations; times are changing, and your child will need extra measures of your emotional support. . . . Say things like, "A person's sex really doesn't matter; it's ability that counts."
- Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" . . . Point out particular talents that he or she possesses and discuss the jobs that these would be helpful in.
- Tell your child about the work that you do. Try to do this in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.
- Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she or he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.
- Take your child on field trips to see people at work in factories, offices, auto repair shops, and so forth; this is very helpful in letting children acquire a realistic view of a variety of jobs.
- Help your child explore hobbies and other leisure-time activities that are productive and useful. Sometimes such activities can lead to career choices, but whether they do or not is unimportant; what is important is that they can help your child see himself or herself as one who can accomplish something successfully.
- Help your child understand how . . . such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help your child understand that there are more important reasons for going to school than simply going to school.
- Encourage your child to engage in part-time work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whether or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests; and (2) it can help

your child discover the sense of accomplishment and self-pride that can come from work.

- Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses? What are the best schools for pursuing this field of study? What is the employment outlook for this career?" You will often learn much, and you will certainly help teachers and counselors help your children. . . .
- Remember that a college degree is no longer always the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of postsecondary educational opportunities. . . . Emphasize the wide choice that exists.

Community Resources for Minority Students

Rationale

When educators discuss means of promoting community involvement and utilizing community resources in career education, traditional avenues are likely to come to mind: business, industry, and labor representatives and advisory committees composed of influential and knowledgeable persons in the community. These community persons do have an important role in the career education process; however, school personnel who are involved in educating inner-city minority students should seek additional resources, with close ties to the minority culture, to better meet the needs of the students.

The RISE Commission, viewing the individual learner as the primary client of the school system, has recommended that instruction become personalized. To be effective, personalized education for minority students must have relevance to the minority culture. Culturally-based education should take the minority students from their present self-concept, which is often negative and inappropriate, and help them achieve a better understanding of what they are and what they can become.[2]

Culturally based education defines the minority culture and provides role models to foster student achievement, self-awareness, and motivation. Each experience is planned for the most positive impact that can be made on the minority learner. It is true that culturally-based education will at times take students from integrated educational environments to make their educational experience more relevant to their culture. However, this concept differs entirely from segregated education, which imposes the majority culture on the minority group and thus limits alternatives for new learning and produces negative feelings, low self-esteem, and feelings of rejection. Minority students cannot build an accurate self-image merely by exposure to textbooks that mainly reflect the majority cultural experience or by infrequent or hit-or-miss exposure to cultural role models. They must know and respect their own culture before they can respect the cultures of others.

[2] *The RISE Report*, pp. 6, 15, 16, and 20.

Strategies and Activities

Successful minority businesses can be excellent community resources for culturally based career education efforts, and they can provide role models for minority students. Information about the importance of minority businesses can also provide motivation for minority students; for example, black students will be interested to learn that black business in the United States now accounts for nearly $60 billion a year of the nation's gross national product. Also, newspaper and magazine articles (especially in minority publications) about successful minority persons in business, industry, government, and the professions can be used to encourage minority students to develop a more positive self-image and to view themselves as a part of a group that has influence and wealth.

Summary

Community involvement in education makes instruction more relevant to the world outside the classroom. The school staff benefits from more frequent and more productive contacts with community representatives and advisory committees, and students benefit from increased knowledge of career options and opportunities for work experience outside the school. An effective plan for community involvement can aid the career education implementation effort in many ways:

- Curriculum design utilizes many community settings in addition to the formal educational settings.
- The school staff works cooperatively with new and established employers in the community to identify the educational needs of potential employees and to plan appropriate curriculum changes and specific courses to meet those needs.
- The use of classroom visitors from the business community is expanded. The concepts of internships, work experience, and field exploration are extended to include a greater part of the educational experience of students.
- Teachers and counselors are provided an orientation to business, industry, and labor through short-term employment or exploratory work experience.
- Business, industry, and labor representatives participate in career days at schools, and they provide information to students through small-group discussions, slide-film presentations, and demonstrations of equipment used in various occupations.
- Current labor-market information of value to students, parents, and teachers can be disseminated during career days and at business and industrial fairs.

Glossary

Apprenticeship Program

An apprenticeship program is a formal system of occupational training designed to develop skilled workers. It combines paid employment, on-the-job training, and job-related classroom instruction. The term of the apprenticeship may be from one to five years, depending on the requirements of the trade. Apprenticeship programs are conducted by industry through the voluntary cooperation of employers and employees and with the assistance of the schools. Programs are approved and registered by the State Department of Industrial Relations, Division of Apprenticeship Standards (DAS). Most programs are locally administered by joint labor-management apprenticeship committees (JACs).

Career

Career is the totality of work one does in one's lifetime.

Career Education

Career education is an educational thrust designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels and (2) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement.

Career Exploration

In career exploration, individual students or groups of students engage in one-or-more-day visitations at various places of employment in the community. Career exploration may include laboratory experiences in the school.

Community-Based Education

Academic community-based classes. City-owned facilities or business or industrial facilities are often available that are suitable for holding classes in specific academic courses such as music, art, or science. The teacher is assigned for the course of instruction, and no occupational aspects of the location are involved in the class presentation. (These academic classes are similar to occupational classes where the facility may be leased and the teacher is at the site).

Classroom and/or career-center discussion leaders. Career discussion leaders are volunteers whose employers permit them to visit schools during school hours to discuss their occupations, career fields, or other topics of interest.

Field trips. Field trips permit groups of students to visit places of employment with classroom or career-center personnel.

Intern programs. A number of districts are participating in research-based programs in which students enter research projects as interns to government departments and businesses. The student interns identify problems and research solutions. Credit is granted in a specific course.

Community Classrooms–Occupational

A community classroom is a site or a series of sites or community facilities in which occupational training programs are conducted. The general purpose of a community classroom is the expansion of occupational training opportunities through use of existing sites and facilities other than those of public schools.

Community Resources

Community resources are persons, materials, and services that are available and used to help students achieve educational objectives.

Cooperative Vocational Education

Cooperative vocational education is an organized method of instruction in a vocational program designed to provide supervised on-the-job training, related vocational instruction, and required academic courses through a written cooperative agreement between the student, the school, and the employer.

Furlough

A furlough program allows learners to leave and reenter the school system to obtain a full-time job, engage in volunteer services, or travel, either for credit (if objectives are established and met) or for no credit.

Licensure Programs (Community Colleges)

Community colleges provide instruction and supervise student work experiences in community businesses in programs that prepare the individual to obtain an occupational license issued by a state (or other) agency.

Public Service Volunteers Program

Public service volunteers programs are designed to acquaint students with activities conducted by service-oriented groups within the community but not necessarily sponsored by the school district—e.g., Boy Scouts (and Girl Scouts) of America, Candy Stripers, Junior Achievement.

Teachers Working in Industry

Teachers and counselors in career education programs are involved in many aspects of occupational exploration. They may increase their understanding of business, industry, and labor through short-term employment or exploratory work experience in the community.

Vocational Education Contracts

The public schools may enter into vocational education contracts with other public and private school agencies (e.g., community colleges, adult education, private postsecondary vocational schools) with the occupational purpose of providing a means whereby high-quality vocational, technical, and occupational preparation opportunities can be extended to a larger number of public school students.

Work Experience

Exploratory Work-Experience Education (secondary). Exploratory Work-Experience Education at the secondary level is a school program designed to provide students with paid or unpaid on-the-job work experiences in a variety of occupations, to help them identify job characteristics in relation to their own abilities and characteristics, and to assist them in making realistic and appropriate occupational choices.

General Work Experience Education (secondary). General Work Experience Education at the secondary level is a school-supervised program that provides experiences in a work environment to assist students, through part-time employment, to acquire the necessary human-relations skills, work attitudes, and common knowledge required for successful employment.

Vocational Work Experience Education (secondary). General work experience education at the secondary level is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

General Work Experience Education (community colleges). General work experience education at the community colleges is a combination of related instruction and employment designed to assist the student in acquiring desirable work habits and attitudes. The employment need not be related to the student's career goal.

Vocational Work Experience Education (community colleges). Vocational work experience education at the community colleges is a combination of concurrent vocational classroom instruction and employment experiences directly related to the student's occupational goal.

1. Alternate Semester Program: The student alternates full-time study on campus with work experience obtained in a business or industrial setting on a job directly related to his or her college major.
2. Parallel Program: The student goes to school during the same time period that he or she is on a related job.

Work-Study

Work-study is a school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid to enter or continue their education and training in a vocational education program. The part-time employment may or may not be related to the student's occupational objective or vocational program.

Work-Study (EMR)

Work-study for the educable mentally retarded (EMR) is a process for activating and integrating all the ingredients of an educational program to secure a balance between knowledge and skill, between the general and the specific. The work-study program must provide opportunities for work training and experiences in work situations, both in the school and in the community, under the general supervision of the school staff.

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